

Elementary P.E.

“Learn by Doing”

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TRADITIONAL P.E. ACTIVITIES



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Activities

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| 1. Poison Hoops | 5. Quick Hands |
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“Poison Hoops” Warm-up

Grade level: K-4

Skill: Chasing, fleeing, dodging and cardiovascular fitness

Objective: By the end of this lesson, students will have practiced chasing, fleeing and dodging skills while increasing their cardiovascular fitness

Equipment: Various colored hula hoops (enough for each student in the class), lively music and music player

Organization: Students are scattered on the gym floor, standing inside a hula-hoop and holding it waist high. Make sure they are in their self-space and not touching anyone else

Activity: While the students are holding their hoops, have them practice moving about the general space by walking, then add different locomotor movements as they show proficiency in using self space. Make sure they know what color hoop they have. Now, set your hoop on the floor and remain standing in the middle of the hoop. Practice different exercises inside your hoop such as jumping jacks, stepping in and out of your hoop, straddling your hoop by placing one foot inside the hoop and practice hopping on alternate feet.

The teacher calls out the poisonous color. You say “Poison hoops are (name the color).” Those hoops become the taggers and the others try to avoid them. When the “poison” color is called, the students pick up their hoops, standing inside of them, and move around to avoid being tagged by the “poison” hoops. If a poisonous hoop touches your hoop, you drop your hoop and perform one of the exercises you practiced while standing inside your hoop. Remember to keep your head up and eyes watching out for others. Continue to do the exercise until the music stops. Use music to start and stop them. Play several rounds of 30 to 45 seconds. Call out new colors until everyone has had a turn. You may trick them by saying “Poison hoops are all the girls or all the boys.”

Triangle Tag Cooperative Warm-up Activity

Grade level: 4-6

Skill: Chasing, fleeing, dodging, teamwork

Objective: The students will work together and practice their chasing, fleeing and dodging skills

Equipment: Lively music and a CD/tape player

Organization: The students will form groups of four. Three of the group members will join hands and the fourth member will be outside the circle of three. She/he will be the chaser or “it.” “It” will choose whom he/she will try and tag on the shoulder

Activity: On the “go signal (music starts), “it” will try to tag the designated person in the group. The group holding hands will work together to try and protect the taggee. “It” must tag the person on the shoulder and cannot reach across the circle to tag. Play for a designated amount of time and if they tag the taggee then switch roles. The group must stay within their own group space, they cannot move all over the gym. Emphasize using their feet to move rather than their arms to pull. The game stops if anyone falls; there is no dragging.

Cardio Kickball Conditioning Activity

Grade Level: 4-9

Skills: Kicking; running; teamwork; strategies

Objective: Every player will kick the ball, run the bases and field kicked balls using teamwork and cooperation

Equipment: One ball container; six playground or other kicking balls; four bases; playing field or gym.

Organization: Set up a kickball playing field by placing one base at home, first, second and third bases. Place a container with six playground or other kicking balls inside of it next to the pitcher's mound. The teacher pitches. Divide the class into two teams. One team is up to kick and the other team is spread out in the field. Make sure the fielding team players spread out on the field behind the base lines; no more than one base player at each base.

Activity: The teacher tosses a ball to the first kicker, who kicks the ball and begins to run the bases. As soon as the first kicker begins to run, the teacher takes another ball from the container and pitches it. As the second kicker kicks and begins to run the bases, the teacher again takes a ball from the container and pitches it for the third kicker. The kicking team is trying to kick and run the bases as fast as possible. There may be more than one base runner running at a time. Base runners may not pass each other and may not stop on a base.

As the balls are being kicked into the field, the fielders are trying to retrieve the balls and place them back in the container as quickly as possible. The fielding team must never allow the container to become empty. If it does become empty, the kicking team receives three points.

Each kicker will receive only one pitch to kick. If a kicker misses the ball, that player must retrieve the ball and bring it to the box. The fielding team is never penalized for an empty box if a kicking team has a ball.

During each inning, every player kicks the ball one time. As the last kicker comes to kick, he/she must call out "last kicker!" The last kicker kicks and begins to run the bases. This last kicker tries to run all four bases before the fielding team can get all six balls back into the box. When all six balls are back in the box, the fielding team yells "stop!" At this point, the score is recorded for the kicking team.

Scoring:

1. A kicker crossing home plate after running the bases receives one point.
2. The last kicker gets five points for crossing home plate before all six balls are in the container.
3. The kicking team gets three points every time there is not at least one ball in the container.

4. When playing in the gym, the fielding team gets one bonus point if the ball hits the ceiling on a kick.
5. Start the scoring at zero after each full inning.

The teams have 15 seconds to change places before the first ball is pitched reinforcing the quick transition from offense to defense. After playing a couple of innings, reduce the number of balls in the box by one, but never to lower than three balls in the box.

Teaching Tips: If the students' shoe flies off of their foot when they kick the ball, the fielding team will automatically receive three points. (This will help to reinforce the importance of tying their shoes before participating in an activity.)

Closure:

1. What did you like about this game?
2. Why are you not allowed to stand in the baseline?

Partner Shoe Tie

Grade level: 3-6

Skill: Cooperation, cross-lateralization and communication

Objective: Students will work cooperatively with a partner to tie one shoe, each student using only one hand. Students will have to verbalize intentions in order to be successful.

Equipment: One untied shoe from either student

Organization: Students pair up and sit next to each other

Activity: Have them first try to tie the shoe cooperatively, attempted by students using their dominant hand. The shoe must be tied in a bow to be successful. Each student uses dominant hand and works together to achieve that. Attempts after that can be made having one student use dominant hand while the other uses a non-dominant hand. They can switch after that and the last attempt would be each student uses their non-dominant hand to tie the shoe.

Closure:

- What was the hardest part about trying to tie your shoe?
- What cues did you use that made it easier to achieve your goal?

Quick Hands (Lead-up skills for Toss and Catch)

Grade Level: K-6th

Skills: Hand-eye coordination, reaction/timing skills.

Objective: Students will demonstrate reaction skills in a pressure situation.

Equipment: None

Organization: Scattered formation facing a partner.

Activity: Quick touch hands: Arms outstretched with palms facing each other, student with hands underneath their partner's attempts to "flip" (cue) a pancake and turn their hands over the top and touch their partner's hands before their partner can move their hand out of the way.

Hands on hips: Same idea as above. One partner has arms outstretched and palms facing each other, partner starts with their hands on hips and attempts to touch their partner's outstretched arms before they can move out of the way.

Take away: Partners face each other and place hands atop one another with palms up this time. The partner with hands on top places an object in their palm (poker chip, ping pong ball etc.), student with hands beneath initiates the movement and tries to take the object

Partner Toss and Catch

Grade Level: K-6th

Skills: Throwing, catching, dribbling, crossing the midline (right and left brain), ocular pursuit, cooperation, communication and hand-eye coordination.

Objective: Students will practice large group sports skills while enhancing neural connections.

Equipment: Tennis balls, Frisbees.

Organization: Scatter formation facing a partner.

Activity: Students will self-toss a tennis ball to begin. They should keep the ball to a maximum height of three to four feet above their heads.

Toss – clap - catch

Toss - snap - catch

Toss - clap front - clap behind - catch

With partner: Toss right – catch right

Toss left- catch left

5 bounces right – 5 bounces left (palm up when you catch)

Toss right – catch left, switch to right hand – throw and partner catches left

Toss left – catch right, switch to left hand – throw and partner catches right

Toss right – catch left – go behind back and toss right to partner's left

Toss left – catch right – go behind back and toss left to partner's right

“V” bounce, bend knees slightly and toss ball trying to hit the midline and catch with the opposite hand

Toss right – catch left “V” bounce – toss right – catch left “V” bounce and repeat

Toss left – catch right “V” bounce – toss left – catch right “V” bounce and repeat

Partner Two Ball: Alternating tosses – toss at same time and catch incoming ball

One partner throws high and the other throws low (switch)

One partner bounces and one partner throws (switch)

Both bounce the ball at the same time

One partner throws two at the same time – partner catches two (switch)

One partner bounces two at the same time – partner catches two

One partner self bounces two at the same time cue: catch palm up (switch)

Partners alternate bounces continuously and take turns bouncing the same balls

Can you perform a “V” bounce with two balls continuously?

With Frisbee: One at a time throw the Frisbee horizontally.

Left hand – right hand

Off to the left side

Off to the right side

High, medium, low throws

Two Frisbees: Alternation throws

One throw high, one throw low (switch)

Throw Frisbee to partner on a vertical plane (standing on edge), throw waist high, throw knee high (switch)

Vertically throw left side and right side (switch)

How many throws and catches can you perform in one minute?

Combo: Use one tennis ball and one Frisbee and use some of the above combinations, e.g. bounce a tennis ball to your partner and catch their high vertical Frisbee throw.

Closure: What are some activities in which good reaction skills are needed?

Think about or internalize the hardest combination for you. Why?

The line that runs down the middle of the body is called what? (Midline)

Pass and Chase

Grade level: K-6

Skill: Throwing, catching, ocular tracking, moving safely through general space

Objective: Students will acquire practice with sport specific skills (pass, catch) in an exciting manner

Equipment: One easily caught object per two students, CD player and upbeat music

Organization: Scatter formation works best

Activity: Students will gently toss a ball, beanbag etc. to their partner. This activity works best by having the throws be underhanded. The partner watches the object all the way in to make a successful catch. This continues back and forth until the music stops. When the music stops whomever has the ball becomes “it” and attempts to tag their partner. If the partner is tagged they then become “it” and chase their partner. This continues until the music starts again and the tossing and catching resumes.

Closure:

- Was it ok to have two different activities in one?
- Which did you enjoy more, passing or chasing?

Hot Spot Shooting

Grade Level: 3-9

Skills: Shooting, dribbling, passing, rebounding, teamwork, taking turns

Objective: The students will demonstrate competency in dribbling to a spot, shooting the basketball and passing to a teammate.

Equipment: 30 or more poly spots, one basketball per team, baskets, lively music and a cd/tape player.

Organization: Divide the class into two relay teams per basket. Each team has one basketball. Place the poly spots at different locations in front of the baskets.

How to Play: On the “go” signal, (when music starts), the first person in line will dribble to a poly spot of their choice and shoot. If the student makes the shot, he/she will pick up the spot and take it back to his/her team; if the shot is missed, the spot is left. He/she dribbles back and passes the ball to the next player. This continues until all the spots are gone. The team with the most spots collected at the end of the game is the winner. The players may shoot from any poly spot to any of the baskets; they must dribble while moving with the basketball.

Variations:

- **Hot Spot Points:** Put numbers on the spots and let the teams add their points up at the end. The team with the highest total points wins.
- **Odd or Even:** Let the students arrange their spots according to odd and even numbers. Add those numbers up. The highest score in the odd numbers wins (or the even numbers could win).

Teaching Tips: For the younger grades, the spots should be closer to the goals; for the upper grades, the spots should be further out to make it more challenging.